

## *Stavroula Kaldi*

Dr Stavroula Kaldi is a Professor in Pedagogy and Instruction in the Pedagogical Department of Primary Education at the University of Thessaly, Greece since 2016. She carried out undergraduate studies at the Aristotle University of Thessaloniki, Greece (BA in Early-Childhood Education) and postgraduate studies at Sussex University, UK (MA & PhD) in Education, funded by the Greek State Scholarship Foundation (1993 – 1997). She has worked as a teacher in English primary schools (1998-2000) and as an educator in further and higher education institutions in Greece (i.e. Aegean University, University of Peloponnese, Harokopeion University of Athens and at the National and Kapodistrian University of Athens) whereas she has extensive experience in research in higher education in Greece since 2000. Since 2005 she joined University of Thessaly as an Assistant Professor and has been teaching in BA and MA courses, supervised numerous dissertations and PhD candidates. Moreover, she has participated in various research projects i.e. Roma children education, contemporary instructional approaches, gifted children, digital tools in school practicum, interdisciplinary lifelong learning skills and green competences for sustainability, funded by the European Commission and the University of Thessaly. Her publications' record includes more than 150 scientific texts both in referred international and Greek scientific journals, in scientific conferences and edited volumes. Citations in English found in the Google Scholar research engine exceed 800 and she has a Scopus *h*-index 7. She has also acted as a 'blind' reviewer for papers in international scientific journals of Elsevier, SAGE, Routledge and Taylor & Francis Group publishers. She is a member of the executive committee of ISATT – International Study Association on Teachers and Teaching (2019 – now) and Head of the local department in Volos of the Hellenic Pedagogical Association. She has also been a member of eight (8) conference organization and scientific committees in Greece between 2001 and 2018 and she was the Head of the Organising Committee of the 16<sup>th</sup> Hellenic Pedagogical Association International Conference (2019). She is a member of various administrative committees in her Department and has acted as an external and internal evaluator in academic staff promotions in Greek university departments. She has collaborated with foreign universities, such as the Universidad De Salamanca (Spain), the Federal University of Kazan (Russia), Brock University (Canada). She has been participating in international research groups with academicians from Spain, Portugal, Germany, Holland, USA, Japan, Pakistan. Her research interests include project-based learning, co-operative teaching and learning, differentiated instruction, intercultural education, interdisciplinary lifelong learning skills, and professional development of teachers (pre-service and in-service).

Selected publication's record:

1. **Kaldi, S.** & Zafeiri, S. (2023, February). Identifying reflective modes in pre-service teachers' written reflections on the implementation of project-based learning during the school practicum. In *Frontiers in Education* (Vol. 7, p. 1072090) Frontiers. doi.org/10.3389/educ.2022.1072090.
2. **Kaldi, S.**, Xafakos, E., Lazaridou, A., Stavropoulos, V., Chatzi, M., Tzika, V., Stavrianoudaki, A., Vassiou, A., Govaris, C., Tasio, A., Tekos, G. & Chaniotakis, N. (in press, 2023). Home-studying: Greek student-teachers' views about remote online teaching and learning in higher education during the COVID-19 pandemic. In R. Kane, J. Mena & C. Craig (Eds) *International perspectives on Teaching and teacher Education during Covid-19* (pp. 1-21). Netherlands: Brill / Sense.
3. Stavrianoudaki, A., Govaris, C., Magos, K., Gana, E., **Kaldi, S.** & Stathopoulou, C. (2023). The disclosure of Roma pupils' learning experiences via future literacy approaches. The case of a supportive education programme in the region of Thessaly in Greece. In, C. Craig, J. Mena-Marcos, & R. Kane (Eds) *40th Anniversary ISATT Yearbook Volume III; Approaches to Teaching*. United Kingdom: Emerald Publishing Limited.
4. Newberry, M., Rizvi, M., van der Want, A., Jonas-Ahrend., G., **Kaldi, S.**, Kihara, T., & Ortiz Franco, J. V. (2023). Teacher educators' experiences and expression of emotion during the pandemic: International perspectives. In C. Craig, J. Mena-Marcos, & R. Kane (Eds) *40th Anniversary ISATT Yearbook Volume 41; Teacher Education in the Wake of Covid-19: Advances in research on teaching*. United Kingdom: Emerald Publishing Limited.
5. Xafakos, E., **Kaldi, S.**, Vassiou, A., Stavropoulos, V., Papadimas, L., Maratos, A., Stavrianoudaki, A., Tzika, V. & Mastrothanasis, K. (2020). The effects of teachers' collaborative networks on innovative school climate and their individual innovativeness. *European Journal of Education Studies*, 7(11), 203-221. DOI: 10.46827/ejes.v7i11.3347.

6. Govaris, C., Sakatzis, D., Sarafidou, E. & Kaldi, S. (2020). Investigating school inequalities in the Greek school from the perspective of recognition justice (Anerkennungsgerechtigkeit). Proceedings of ICERI2020 Conference 9th-10th November 2020 (pp. 6796 – 6805). ISBN: 978-84-09-24232-0.
7. **Kaldi, S.**, Tzika, V., & Xafakos, E. (2018). Professional cooperation in primary school classes: general education teacher and specialization teacher views. *Proceedings of the Sixth International Conference on Technological Ecosystems for Enhancing Multiculturality (TEEM 18)* (pp. 617-623). Salamanca, Spain - October 24 - 26. ISBN: 978-1-4503-6518-5. Available to: <https://dl.acm.org/citation.cfm?id=3284287>
8. **Kaldi, S.** & Xafakos, E. (2017). Student teachers' school teaching practice: the relation amongst perceived self-competence, motivation and sources of support. *Teaching and Teacher Education*, 67, 246-258. doi.org/10.1016/j.tate.2017.05.019
9. **Kaldi, S.**, Govaris, C. & Filippatou, D. (2017). Teachers' views about pupil diversity in the primary school classroom. *Compare: A Journal of Comparative and International Education* 48(1), 2-20. doi.org/10.1080/03057925.2017.1281101
10. **Kaldi, S.**, Konsolas, E. & Syriou, I. (2016). English language teachers in Greece: building professional identities. In P. Haworth & C. Graig (Eds), *The Career Trajectories of English Language Teachers* (pp. 201-216), Oxford: Symposium Books Ltd.
11. **Kaldi, S.**, Filippatou, D. & Anthopoulou, B. (2014). The effectiveness of structured co-operative teaching and learning in Greek primary school classrooms. *Education 3-13: International Journal of Primary, Elementary and Early Years Education* 42(6), 621-636.
12. **Kaldi, S.**, Filippatou, D. & Govaris, C. (2011). Project-based learning in primary schools: effects on pupils' learning and attitudes. *Education 3-13: International Journal of Primary, Elementary and Early Years Education* 39(1), 35-47.
13. **Kaldi, S.** & Griffiths, V. (2011). Mature student experiences in teacher education: widening participation in Greece and England. *Journal of Further and Higher Education* 37(4), 552-573.
14. **Kaldi, S.** (2009). Student teachers' perceptions of self-competence in and emotions / stress about teaching in initial teacher education. *Educational Studies* 35(3), 349-360.
15. **Kaldi, S.** (2009). Mature student teachers in initial teacher education in Greece: personal and academic identities. *European Journal of Teacher Education* 32(1), 35-49.
16. **Kaldi, S.**, Filippatou, D. & Onoufriou, M. (2009). Co-operative group teaching and learning in Greek and Cypriot primary education. *International Journal of Learning* 16(11), 407-422.
17. **Kaldi, S.** & Pyrgiotakis, G. (2009). Student teachers' reflections of teaching during school teaching practice. *International Journal of Learning* 16(9), 185-196.